DOCUMENT RESUME

ED 090 704 EC 061 503

TITLE	Gifted and Talented Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 609.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Nov 73
NOTE	22p.
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; Bibliographies; *Educational Programs; Elementary School Students; *Exceptional Child Education; *Gifted; Secondary School Students

ABSTRACT

The annotated bibliography on educational programs for talented and gifted children and adolescents contains approximately 80 abstracts and associated indexing information for documents, published from 1961 through 1973, which have been selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as elementary and secondary curriculums in states such as California, the disadvantaged gifted, creativity, and the teaching of literature. (MC)

ED 090704

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GIFTED AND TALENTED PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 609

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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characterize content

Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Gifted and Talented Programs* from the Center's computer file of abstracts are listed alphabetically below:

Able Students
Academically Gifted
Creative Ability
Creativity
Gifted
Gifted Children
High Achievers
Program Budgeting
Program Coordination
Program Costs
Program Description
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Planning
Program Proposals
Student Creativity
Superior Students
Talented Students

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Arithmetic Teacher, 1201 16th St., N.W., Washington, D.C. 20036

Children Today, Sup't. of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Children's House, P.O. Box 111, Caldwell, N.J. 07006

Education Digest, P.O. Box 623, 416 Lonshore Dr., Ann Arbor, Mich. 48107

Elementary School Journal, University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill. 60637

Exceptional Children, 1920 Association Drive, Reston, Va. 22091

Gifted Child Quarterly, 8080 Spring Valley Dr., Cincinnati, Ohio 45236

Instructor, P.O. Box 6099, Duluth, Minn. 55806

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 2.

ABSTRACTS

ABSTRACT 10335

EC 01 0335 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D ; Rice, Joseph P.
Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.
California State Dept. of Educ., Sacramento
OEC-10-109
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10337

EC 01 0337 ED 013 514
Publ. Date 64 28p.
Arithmetic Enrichment Ideas for Grades 1, 2, and 3.
Ohio State Dept. of Educ., Columbus, Div. Spec. Educ.
Cincinnati Public Schools, Ohio, Dept. of Instr.
EDRS mf,hc

Descriptors: exceptional child education; mathematics; gifted; enrichment activities; arithmetic; grade 1; grade 2; grade 3; primary grades; mathematical enrichment; curriculum enrichment; public schools; Columbus

The document contains numerous specific activities for understanding elements of the numeration system, fundamental operations, and other concepts such as time, fractions, and approaches to geometry. A number of games and puzzles are included. The activities were developed by teachers at a University of Cincinnati workshop for the improvement of arithmetic programs for academically gifted children. (RM)

ABSTRACT 10851

EC 01 0851 ED N.A.
Publ. Date 67
Gowan, John Curtis, Comp. and Others
Creativity--Its Educational Implications.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($7.95).

Descriptors: exceptional child education; creativity; gifted; talented students; curriculum; student characteristics; guidance; identification; teacher education; creativity research; educational needs; performance factors; creative writing; teacher role; parent role; taxonomy; predictive measurement; creative thinking; creative development; creative teaching; creative art; counselor role; teaching methods

Thirty-six articles by different authors present ways in which the results of creativity research may be utilized in the school, the classroom, and the counseling office. After an introduction, five articles treat general considerations: the causes and conditions of creativity, and the education and understanding of creative and gifted children. Four papers on theory and policy investigate creative learning, thinking, development, and potentiality. Characteristics of creative children are discussed in three papers, and the question whether creativity may be increased by practice is raised in five articles dealing with teacher attitudes and teaching. also included are four articles on a curriculum for creativity and teaching methods, five articles on guidance and measurement of creativity, five on teachers and parents, and five on research and summary. Many of the articles report research findings, and some detail experimental procedures. reference lists (some annotated) accompany the majority of the papers. (MW)

ABSTRACT 11344

EC 01 1344 ED 003 438
Publ. Date 64 26p.
Rice, Norman L.
Preparatory Study for a High School Curriculum in the Fine Arts for Able Students.
Carnegie Institute of Technology, Pittsburgh, Pennsylvania
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-H-188

Descriptors: exceptional child education; art; gifted; curriculum; program planning; fine arts; cultural enrichment; curriculum development; instructional materials; high school students; able students; teacher experience; material development

A preliminary study attempted to develop a rationale and series of courses for a 5-year program in the fine arts for able students in secondary schools, find ways to relate the experiences in the arts to other curricular experiences, and develop ways to prepare teachers for the new fine arts curriculum. A series of meetings brought together consultants, college representatives, and public school officials. As a result of the meetings, two working papers on fine arts instruction were developed and are presented in the appendixes of the report. Other meetings of experienced teachers were directed toward feasibility studies, procedural planning, and development of teaching methods. The experienced teachers reported that a valid and meaningful program in the fine arts could be developed, and such a program would have significant value in aiding young people to understand the function of the arts in American society. In the time available, the overall program could not be developed in detail. The developmental program conducted was in three phases: validity of working paper objectives, bases for curriculum development, and steps necessary to develop classroom materials. (JC)

ABSTRACT 11877

EC 01 1877 ED 028 546
Publ. Date 68 38p.
Keaster, Charles W.

The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services.
California State Department of Education, Sacramento, Division of Special Schools and Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program costs; school district spending; state aid; educational objectives; identification; student costs; admission criteria; testing; counseling; services; professional services; instructional materials; educational equipment; teacher salaries; inservice teacher education; textbooks; student transportation; California

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school district Form J22 MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, incidence in districts, and summer school programs. Six tables present data. (RP)

ABSTRACT 11878

EC 01 1878 ED 028 547
Publ. Date Jun 68 226p.
Rothney, John W. M.; Sanborn, Marshall P.
Promising Practices in the Education of Superior Students: A Demonstration Program.
Wisconsin University, Madison
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration projects; educational programs; inservice education; student evaluation; counseling; workshops; enrichment programs; work experience programs; independent study; early admission; student seminars; advanced placement; correspondence courses, summer programs; school programs; individualized programs; records (forms); staff role

A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

ABSTRACT 11879

EC 01 1879 ED 028 548
Publ. Date 67 149p.
Plowman, Paul D., Comp.; Rice, Joseph P., Comp.
California Project Talent.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational needs; talent development; educational innovation; program evaluation; technological advancement; educational objectives; summer programs; counseling instructional programs; special classes; administration; community resources; audiovisual aids; acceleration; man machine systems; California; Project Talent

A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, problems and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system. (RP)

ABSTRACT 11892

EC 01 1892 ED 028 558
Publ. Date Jul 64 46p.
Arends, Richard; Ford, Paul M.
Acceleration and Enrichment in the Junior High School; A Follow-up Study.
Washington State Office of Public Instruction, Olympia
EDRS mf,hc
RR-03-05

Descriptors: exceptional child research; gifted; acceleration; enrichment; program evaluation; junior high school students; academic achievement; average students; student attitudes; teacher attitudes; sciences; mathematics; reading; student evaluation; testing

To test the effectiveness of a program of acceleration and enrichment, five ninth grade classes of students (25 in each class, IQ's 120 or above) who had been in this program for 2 years were compared to two control (C) classes of academically talented students who had not had the program. All students were given a series of standardized achievement tests and were asked to complete a school attitude questionnaire. Two experimental (E) classes were significantly superior in all comparisions in mathematics, in two of three comparisons in reading, and in one of three comparisons in science (p equals .05). In schools systems A and B the E-groups were significantly superior in only two of six comparisons with C-groups. An analysis of the total performance of all the experimental classes revealed that they were significantly superior to the controls in only 10 of 21 cases (p equals .05). The performances of average E-groups from the same schools were significantly different from C's in only four of 30 comparisons. Responses from questionnaires did not indicate a significant difference in attitudes between the groups. Conclusions were that the acceleration and enrichment program did not hurt either academically talented or average students, that the special program could be improved, and that the program was more appealing to students and teachers than a more traditional approach. (RP)

ABSTRACT 20041

EC 02 0041 ED 002 992
Publ. Date 64 95p.
Ohlsen, M. M.
Appraisal of Group Counseling for Underachieving Bright Fifth Graders and Their Parents.
Illinois University, Urbana, College of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-933

Descriptors: exceptional child research; gifted; counseling; achievement; group relations; group dynamics; program evaluation; underachievers; experimental programs; group counseling; family relationship; parent child relationship

A method of principal actor role classification was used to examine the interaction of a group of bright, underachieving fifth graders. In this method, the person who was the center of the group's attention at any given time (by either verbal or nonverbal behavior) was termed the principal actor. Observers classified the

verbal contributions of the principal actor in 28 principal actor roles and the responses of group members in four response categories. Analysis of the interaction record provided an indication of response patterns of individuals both to principal actor roles and to other individuals. Parents of the children also met for group counseling. Although most of the predicted changes in the students did not occur, unsolicited reports from group participants indicated significant improvement in family relations which resulted in significant improvement in some of the children. The classification process was investigated further to determine the accuracy of verbal classifications made from tape recordings of the group sessions by comparison with classification based on kinescopes of the sessions. (AL)

ABSTRACT 21144

EC 02 1144 ED N.A.
Publ. Date 69 6p.
Jackman, William D.; Bachtold, Louise M.
Evaluation of a Seminar for Gifted Junior High Students.
EDRS not available
Gifted Child Quarterly; V31 N3 P163-8 Fall 1969

Descriptors: exceptional child education; gifted; student seminars; junior high school students; group discussion; program planning; enrichment programs; student attitudes; student interests; program evaluation

The Seminar Program, a regulary scheduled series of small group discussions involving gifted junior high students, is described. Led by school counselors during the school day, the program contains the objectives of integrating previous learning, broadening areas of interest, developing greater tolerance for ideas of others, and increasing motivation for pursuit of knowledge. Organization of the program, specific activities, evaluation by students and teachers, and recommendations for program improvement are provided. (RD)

ABSTRACT 21194

EC 02 1194 ED 027 099
Publ. Date Jun 68 83p.
Porter, Robert M.
A Decade of Seminars for the Able and Ambitious.
Catskill Area School Study Council, Oneonta, New York
Office of Education (DHEW), Washington, D. C., Division of Plans and Supplementary Centers
EDRS mf,hc

Descriptors: exceptional child education; academic ability; curriculum; enrichment experience; enrichment programs; gifted; intellectual development; noncredit courses; rural areas; secondary school students; small schools; student seminars; ungraded classes; Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ABSTRACT 21275

EC 02 1275 ED 002 906
Publ. Date 61 84p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children. A Second Report.
Iowa State College, Cedar Falls
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-423 CRP-614

Descriptors: exceptional child research; achievement; adjustment (to environment); child development; rural schools; rural areas; program evaluation; individual development; training; academic achievement; summer programs; experimental curriculum; curriculum research; intelligence; rural education

The effects of training given to a group of gifted children in a special summer program were tested during the following school year with respect to overall achievement and adjustment among the students. The second phase of a continuing study dealing with gifted children in small town and sparsely populated areas, the project was designed to compare the experimental group with two control groups drawn from different school populations. The hypothesis tested was that there would be no differences between the experimental group and either control group in the overall analysis or at any of the intelligence-achievement classifications used in the study analysis. Approximately 170 gifted sixth graders participated, 60 of these being assigned to the summer session. Some definite superiorities were demonstrated by the experimental group, particularly at certain intelligence-achievement combinations. It was suggested that this could imply that schools are not doing, during regular terms, all that could be done to help children achieve their potential and that the summer program had some value. However, the superiorities of the experimental group were neither frequent enough nor great enough to warrant an unqualified recommendation for special training. (JH)

ABSTRACT 21277

EC 02 1277 ED 003 830
Publ. Date 65 61p.
Ackerman, Paul R.
Demonstration of the Significance of a Consultant-Teacher for the Gifted to a Small Rural Secondary School.
Kansas State Department of Public Instruction, Topeka
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-088

Descriptors: exceptional child research; administration; teaching methods; gifted; consultants; resource teachers; curriculum development; instructional improvement; high school students; teacher certification; educational finance; school community relationship; parent reaction; program evaluation; rural schools; rural school systems; rural education; personnel

The evaluation and dissemination of information concerning the employment of a teacher-consultant for the gifted child in a rural school district was the primary problem of this study. Specifically, efforts were directed toward determining whether the addition of a teacher-consultant actually improves instruction for the gifted student, whether such a program is financially feasible for a small rural district or can be administered by persons not specially trained in special education administration, and whether more extensive guidelines for instruction and teacher certification can be developed from the demonstration, and whether the program affects the community. Twenty students (median IQ of 128 and ages 13.5 to 17) participated in the program for 1 year. Procedures involved the scheduling of the pupils for seminars and a resource room, the development of a special curriculum in scientific methods, and instituting remedial educational methodology. Also, the consultant had many tasks related to the community, the parents of the children and other vocational-academic personnel of the school. The results were generally favorable, although several years of followup are necessary to ascertain the longitudinal results of the methods employed. (JC)

ABSTRACT 21475

EC 02 1475 ED 034 353
Publ. Date 68 185p.
Robeck, Mildred C.
California Project Talent: Acceleration Programs for Intellectually Gifted Pupils.
California State Department of Education, Sacramento
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; program evaluation; accelerated programs; ability identification; student placement; student evaluation; counselor role; curriculum design; case studies (education); parent counseling; research reviews (publications); program administration; counseling; classroom arrangement; records (forms); California

A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

ABSTRACT 21499

EC 02 1499 ED 001 236
Publ. Date Apr 62 111p.
Bixler, Harold H.
The Cullowhee Story: A Program for Superior and Gifted.
The Guidance Clinic, Western Carolina College, Cullowhee, North Carolina
EDRS mf,hc

Descriptors: exceptional child education; gifted; summer schools; intermediate grades; special programs; program descriptions; enrichment activities; field trips; teacher education; modern languages; elementary grades; high school students; accelerated courses; program guides; Western Carolina College

Western Carolina College has, since the summer of 1958, provided a summer school program for highly gifted children (IQ scores 146 to 210) in the grades 4, 5, and 6. The students lived in the college dormitories with adequate supervision. The program included supervised physical activity similar to a summer camp. Many field trips and similar activities enriched the regular morning classes. Integrated with the children's program is a teacher-training program. Reports of teachers, counselors and researchers involved in the program use student dialogue to demonstrate the success of the program. An auxiliary program was provided for bright elementary students (IQ 115 and up) to study a foreign language. High school students were given the opportunity to take college level courses in the 1959 through 1961 sessions. (EE)

ABSTRACT 21509

EC 02 1509 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin and Others
A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.
Carnegie-Mellon University, Pittsburgh, Pennsylvania, Social Studies Curriculum Center
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

ABSTRACT 21746

EC 02 1746 ED 035 125
Publ. Date (68) 85p.
Vassar, William G., Ed.; Renzulli, Joseph S., Ed.
The Gifted Child in Connecticut; Practical Suggestions for Program Development.
Connecticut State Department of Education, Hartford, Bureau of Pupil Personnel and Special Educational Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program planning; creativity; grouping (instructional purposes); identification; acceleration; state legislation; administrator role; program development; teacher role; Connecticut

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programing include the broadening concept of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C. Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programing in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several school systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ABSTRACT 21775

EC 02 1775 ED 035 154
Publ. Date Sep 69 75p.
McBride, Edd, Ed.
A Guide for the Education of Exceptionally Talented Students.
North Carolina State Department of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; program development; program planning; teacher selection; identification; class size; program evaluation; educational objectives; ability grouping; language arts; English; social studies; sciences; arithmetic; mathematics; music education; art; learning activities; North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an utline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's Taxonomy of Educational Objectives are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ABSTRACT 21935

EC 02 1935 ED 036 914
Publ. Date 69 73p.
Gloss, Garvin G. and Others
Sputnik Plus Ten; Ohio's Program for the Gifted 1957-1967.
Ohio State Department of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program development; state programs; advanced placement programs; demonstration programs; exceptional child research; identification; state surveys; enrollment; educational finance; administrative policy; Ohio

Briefed are the planning, the committee work, and the supportive legislation which followed the conception of Ohio's gifted program. The procedural methodology used by the Division of Special Education to encourage the initiation of programs and to disseminate information on research, monographic contributions, and demonstration results is discussed. Historical treatment is given the following subjects: statewide coordination of advanced placement; specific demonstration projects emphasizing acceleration, subject and general advanced placement, counseling, enrichment, identification, special classes, individual programing in heterogeneous grouping, work-study for underachievers, and the ungraded approach; surveys of literature, evaluations of projects and procedures, and studies of costs; descriptions of six controlled research studies; and conclusions regarding the Department of Education's role in identification, selection, programs, and supervision. An overview of current provisions includes methods of identification and selection, quantitative comparisons costs, availability of child-study services, administrative and curricular provisions, extent of parental involvement, student and program evaluation, problems encountered, and conclusions and implications. (WG)

ABSTRACT 21937

EC 02 1937 ED 036 916
Publ. Date Sep 69 28p.
Guidelines for the Development and Evaluation of Programs for Gifted Children; 1969 Curriculum Circular No. 2.
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; administrator responsibility; program planning; program administration; program evaluation; identification; individual characteristics; teacher qualifications; inservice teacher education; enrichment programs; acceleration; grouping (instructional purposes); Iowa

Definitions, identification, and characteristics of gifted children are considered. Other areas covered are administrative responsibility, principal role, teacher qualifications, and inservice education. Objectives in program development are discussed as are program evaluation and differential education, including programs for enrichment, acceleration, and grouping. (JD)

ABSTRACT 21966

EC 02 1966 ED 036 945
Publ. Date 69 30p.
Twin City Institute for Talented Youth. Annual Report.
Twin City Institute for Talented Youth, St. Paul, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; gifted; talented students; summer programs; admission criteria; curriculum; disadvantaged youth; program evaluation; master teachers; public school teachers; activities; courses

A summer program enrolled 579 talented students. Regular admit students had higher aptitude test scores and grade point averages; special admit students, who came from inner city schools, manifested creative and artistic abilities and high motivation. Courses were offered in the arts, the humanities, foreign language, language arts, math and science, and social and behavioral science. Students also participated in seminars and special events. Associate teachers from the city schools worked with master teachers. Special admit students id relatively well; students as a whole were positive about the program; associate teachers were favorable, but wanted more contact with students and planning time with master teachers. Administrative evaluation suggested orientation for students regarding norms, questioned locating the program on a college campus, and approved the modified admission policy and the problem emphasis in the curriculum. (JD)

ABSTRACT 22114

EC 02 2114 ED 023 611
Publ. Date Jun 68 52p.
Saslaw, Milton S.
Evaluation of a Program to Promote Scientific Careers in Gifted Students at the Secondary Level. Final Report.
Miami University, Coral Gables, Florida, Graduate School
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-6-10-317
BR-5-0648

Descriptors: exceptional child research; gifted; achievement; career choice; careers; course evaluation; course organization; curriculum development; interest tests; motivation; program evaluation; science careers; secondary school science; student science interests; Biological Sciences Curriculum Study; Chemical Education Materials Study; Physical Science Study Committee; Wechsler Intelligence Scale for Children

In the program, Motivation in Depth for Gifted High School Science Students initiated in 1964, specially selected seventh grade students took in successive summers Biological Sciences Curriculum Study (BSCS), Chemical Education Materials Study, (CHEMS), and Physical Science Study Committee (PSSC) courses; a newly designed course, Laboratory Orientation and Instrumentation; and two academic years in the Laboratory Research Program. Evaluation was to determine program feasibility, collect selected data, and analyze differences between the experimental students and matched control students on the California Occupational Interest Inventory (COII). Feasibility was demonstrated by the following observations: 91.7% of all class performances met school requirements; participating students in BSCS and PSSC obtained scores on national tests more favorable than national controls; and participants performed satisfactorily compared with controls who took the regular academic program in tenth, eleventh and twelfth grades. Data have been collected over the duration of the program by the Wechsler Intelligence Scale for Children and specially constructed structured interviews, and by group Rorschach, Bell Personality Inventory and COII. Analysis of the COII revealed a significant increase in the difference between experimental and matched control students in the personal-social factor. (GR)

ABSTRACT 22537

EC 02 2537 ED 038 807
Publ. Date 69 78p.
House, Ernest R. and Others
The Visibility and Clarity of Demonstrations.
Cooperative Educational Research Laboratory, Inc., Northfield, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield, Department of Program Development for Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration centers; demonstrations (educational); program evaluation; state programs; educational programs; evaluation techniques; measurement instruments; educational innovation; educational practice; observation; Illinois Gifted Program; Illinois

A state system of about 20 demonstration centers was developed in Illinois to exhibit a variety of model programs for gifted children, ranging from kindergarten to high school. Subjects ranged from foreign language to dance and dramatics. Evaluation indicated low quality in too many centers. The centers performed best on the awareness function, less well on the acceptance function. Demonstrations were found to lack intelligibility and to fail to illustrate both positive and negative features, thereby facilitating valid professional judgment. However, they ranked well for fidelity. Recommendations are made; a separate volume provides appendixes listing observed programs, describing a typical day in a center, and detailing procedures, the instrument used, and the obstrusiveness of measures. (Author/JD)

ABSTRACT 22867

EC 02 2867 ED 040 519
Publ. Date 69 208p.
Bent, Leo G. and Others
Grouping of the Gifted: An Experimental Approach.
Bradley University, Peoria, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child research; gifted; grouping (instructional purposes); student development; enrichment programs; enrichment activities; program descriptions; program evaluation; experimental programs

While in 3rd grade, 487 students were selected for placement in special classes for the gifted from grades 4 through 8. Teachers of the special classes were chosen by school administrators. Their teaching experience averaged 9 years, and eight held advanced degrees. Sixteen attended special summer programs on the gifted and were given inservice assistance. Results indicated that the program children equalled or surpassed the controls in academic achievement as measured by standardized tests despite the fact that their supplementary enriching activities reduced by about one half the time spent on regular classroom activities. Further results indicated skill in foreign language, research, and critical thinking as well as growth in social awareness and concern, leadership, creativity, interests, and self reliance in school activities. Approval of the program by both teachers and parents was noted. (Auth.)(JD)

ABSTRACT 23247

EC 02 3247 ED 011 070
Publ. Date Mar 67 190p.
McClain, John D.; Kovacs, Frank W.
Programed Instruction for Superior Students in Small High Schools.
Clarion State College, Pennsylvania
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-4-16-026 NDEA-V11B-451-1
BR-5-0706-1

Descriptors: exceptional child research; gifted; programed instruction; program evaluation; measurement techniques; innovation; rural schools; rural environment; high schools; demonstration projects; newsletters; information dissemination; secondary school students; parent school relationship; community support; Attitude toward Programed Instruction Inventory; Semantic Differential Scale

Superior students in rural high schools were given programed instruction in selected subject areas to determine whether a nondirective method of diffusing an innovation, like programed instruction, was appropriate for dissemination in a rural environment. The effects of the cooperative demonstration project on students, parents, teachers, and high school administrators were measured by the Attitude toward Programed Instruction Inventory and the Semantic Differential Scale. Results showed that predisposition of the individual to either adoption or rejection will affect the rate and final decision regarding the acceptance or rejection of the innovation. It was recommended that premeasures should be employed to determine the predisposition of the target population, and it was concluded that the nondirective method of diffusing an innovation was appropriate for the dissemination of programed instruction in a rural environment. Since the use of newsletters proved to be an important contribution to the success of the project, the use of similar means of communication with the target audience is advised when dissemination is an objective. (GD)

ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
Counseling, Instructional Programs for Intellectually Gifted Students.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used. The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

ABSTRACT 23434

EC 02 3434 ED 041 405
Publ. Date Mar 68 103p.
Suchman, J. Richard; Carlson, Sybil B.
Demonstration Center: Part II--Elementary School Programs in Scientific Inquiry for Gifted Students.
Illinois University, Urbana, Research Board
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-3-10-101

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; program evaluation; demonstration centers; audiovisual aids; instructional films; inservice teacher education; summer institutes; program descriptions; questioning techniques; teacher characteristics

To disseminate inquiry training methods and materials, the project produced instructional films on the methods, prepared a teacher's manual, and conducted an institute to train teachers and administrators in the procedures. Twenty educators from 11 school districts were enrolled in the summer institute as team members and were trained for 4 weeks through seminars, class demonstrations, group discussions, and individual conferences. Teams then returned to their districts where they conducted inquiry training classes with at least one group of gifted elementary or junior high students. Provisions were made for visitors to attend classes, for special demonstrations, and for additional dissemination. Conclusions were that the teams stimulated interest within various school districts and gained experience in conducting inquiry sessions; they also aroused public approval as parents and others requested the continuation of the programs. Most of the districts have continued the training and many have reshaped their programs. Teacher characteristics which were found to be influential were flexibility, objectivity, willingness to turn over the process to the children, sympathy for the process, awareness of children's cognitive needs, and competence in the subject. (RJ)

ABSTRACT 23454

EC 02 3454 ED N.A.
Publ. Date 70 339p.
Rice, Joseph P.
The Gifted: Developing Total Talent.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($17.50).

Descriptors: exceptional child education; gifted; program development; talent development; intelligence; educational objectives; educational needs; talented students; teaching methods; identification; teacher education; curriculum

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents' obligations, and educational planning. Studies of interests and opinions of the gifted are related to curriculum planning. Methods and objectives are also considered in the building of model curriculums. Attention is given to appropriate placement in an education program, the integration of a guidance and instructional program, staffing needs and teacher qualifications, and strategies for program development and administration. Statistical tables are included. (KW)

ABSTRACT 23478

EC 02 3478 ED 041 439
Publ. Date Apr 69 36p.
CEC Selected Convention Papers 1969: The Gifted. Selected Papers Presented at the Annual International Convention of the Council for Exceptional Children (47th, Denver, Colorado, April 6-12, 1969).
Council for Exceptional Children, Reston, Virginia
EDRS mf,hc

Descriptors: exceptional child education; gifted; creativity; research; conference reports; measurement techniques; disadvantaged youth; educational methods; program development; talent development; abstracts

Articles included in the collection of convention papers discuss a creativity score from the Stanford Binet and its applications, performance based instruction, methods for maximizing the development of talent among the urban disadvantaged, and talent potential among the disadvantaged. Abstracts of papers are provided on the following topics: effects of anxiety on creativity, a followup of sixth grade regular and special class gifted, a holistic conception of creativity and intelligence, measuring perceptual motor ability, and curriculum in differential education for the gifted. (JM)

ABSTRACT 23486

EC 02 3486 ED N.A.
Publ. Date 67 57p.
Title ESEA Project 370: School Community Action Research in Communication Skills. End of Grant Report.
District of Columbia Public Schools, Washington, D. C.
EDRS not available
District of Columbia Board of Education, 13th and K Streets, N. W., Washington, D. C. 20005.

Descriptors: communication skills; educational programs; school community cooperation; creativity; language arts; parent participation; research projects; program descriptions; District of Columbia

Described is the direction taken and the results obtained during the first year of the Communication Skills Program known as PACE Project 370: School-Community Action Research in Communication Skills. Both facts and figures concerning the programs and activities and comments of persons involved are included. The program was designed to foster creativity in the able child in 23 schools in Washington, D.C., and involved school personnel, community persons, and parents who felt a need for a continuum in the language arts in all grades which would stress interrelationships of all the communicative arts and nurture creativity. Objectives are outlined, and progress toward each objective is detailed. Also discussed are planning results; project endeavors; effects on teachers, schools, and cooperating agencies; dissemination of project information; methods being developed to continue the project without federal support; and costs. (KW)

ABSTRACT 23536

EC 02 3536 ED 042 271
Publ. Date 68 116p.
Rafferty, Max
Special Class Programs for Intellectually Gifted Pupils.
California State Department of Education, Sacramento, Project Talent
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; grouping (instructional purposes); administration; ability grouping; program administration; screening tests; evaluation methods; program guides; inservice teacher education; admission criteria; special classes; curriculum development; student attitudes; student evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the areas discussed. A reference list cites 126 items. (SP)

ABSTRACT 23539

EC 02 3539 ED 042 274
Publ. Date Sep 69 29p.
A Need for the State of Michigan to Establish a Position in the Educational Preparation of Talented Tots. A Report to the Michigan Legislature.
Michigan Association for the Academically Talented, Inc., Lansing
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational needs; federal legislation; state legislation; financial support; research reviews (publications); program descriptions; educational diagnosis; state programs; Michigan

A report on the need for gifted education was prepared by the Michigan Association for the Academically Talented for the Michigan State Legislature. Included are a brief description of relevant research on the gifted, an analysis of federal legislation for the gifted, an analysis of state legislation in fifteen states that includes definitions of giftedness, program descriptions, advisory groups and study groups, diagnostic procedures and financial support. The report is concluded with a list of general recommendations for meeting the needs of the gifted in the state of Michigan. (SP)

ABSTRACT 30062

EC 03 0062 ED N.A.
Publ. Date 68 115p.
Martinson, [illegible] A.
Curriculum Enrichment for the Gifted in the Primary Grades.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

ABSTRACT 30426

EC 03 0426 ED 043 990
Publ. Date Aug 70 62p.
Steele, Joe Milan and Others
Instructional Climate in Illinois Gifted Classes.
Illinois University, Urbana. Center for Instructional Research and Curriculum Evaluation
Illinois State Office of the Superintendent of Public Instruction, Springfield. Department of Program Planning for the Gifted
EDRS mf,hc

Descriptors: exceptional child research; gifted; program evaluation; questionnaires; student attitudes; class activities; demonstration projects; affective behavior; cognitive measurement; classroom environment; secondary school students; Illinois; Class Activities Questionnaire

In order to evaluate the Illinois program for the gifted, a study was conducted in which the Class Activities Questionnaire (CAQ) was administered to 3,138 students in Reimbursement Gifted Classes, Demonstration Gifted Classes and Average (Non Gifted) Classes (grades 6 through 12). The CAQ, which assesses both the cognitive domain (levels of thinking needed in class activities) and the affective domain (social and emotional conditions existing in the classroom), contained 30 items evaluating the dimensions of lower thought processes, higher thought processes, classroom focus, classroom climate, and student opinions. The CAQ was found to reveal clear variations in emphasis in both cognitive and affective domains. Results showed significant differences between Average and Gifted classes in the degree of emphases on higher thought processes, classroom focus, and classroom climate. Significant differences were also noted between Average and Gifted classes on the statistical factors of application, synthesis, enthusiasm, independence, memory, and test/grade stress. (RD)

ABSTRACT 30729

EC 03 0729 ED N.A.
Publ. Date Mar 70 4p.
Horn, Lister W.; Gleason, Gary M.
Teaching a Unit on the Computer to Academically Talented Elementary School Children.
EDRS not available
Arithmetic Teacher; V17 N3 P216-9 Mar 1970

Descriptors: exceptional child education; gifted; enrichment; grade 5; grade 6; elementary school students; computers; computer science education

Concepts of the computer were taught to academically talented fifth and sixth grade students in 10 sessions of one and a half hours each. Included in the unit were computer history, numeration systems, computer hardware, and FORTRAN programing. Students wrote programs independently, showed interest, and gained understanding of a language of programing. Suggestions for improved units are discussed. (MS)

ABSTRACT 31060

EC 03 1060 ED N.A.
Publ. Date 70 5p.
Rush, Barbara M.
Montessori for the Gifted.
EDRS not available
Children's House; V4 N4 P5-9 Win 1970

Descriptors: exceptional child education; gifted; educationally disadvantaged; low income groups; special schools; instructional materials; educational programs; parent counseling; Creative Learning Center (Dallas, Texas); Montessori Method

The Creative Learning Center (Dallas, Texas), a school for bright children from low income families, is described. Adaptations of the Montessori method are discussed and instructional materials described. Parent counseling by the staff is seen as a vital part of the program. (CD)

ABSTRACT 31962

EC 03 1962 ED 048 696
Publ. Date 70 49p.
Deming, Bonnie J.; Klein, Jack L.
or
Teaching Gifted Children Literature in Grades One through Three.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; primary grades; literature; teaching methods; language arts; California

One of a series, the guide is concerned with the teaching of literature to gifted students in grades 1 through 3. An introduction discusses cognitive and effective domains, educational objectives, general statements about the gifted, and selected teaching approaches. Literary and interpretive skills are considered in terms of an introductory lesson and ten sequential lessons on plot, characters, discovery, tone, language, perceptions, the concept of person, and an analysis of mysteries. The presentation and application of a culminating project are explored as is the development of a critical sense. EC 03 1963 is a companion volume for grades 9 through 12. (RJ)

ABSTRACT 31963

EC 03 1963 ED 048 697
Publ. Date 70 46p.
Osen, Deborah K.
Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades Nine through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; secondary school students; literature; teaching methods; language arts; California

One of a series, the guide explores a special approach to the study of literature for gifted highschool students. Curriculum objectives are stated based on the course framework: the types of literary criticism most prevalent in the twentieth century. Three sequences are discussed: looking at literature through the eyes of the new critics, the probe of the psychological critic, and a mythic approach to literary criticism. Suggestions for evaluation are included. A companion volume for teaching children in grades 1 through 3 is available as EC 03 1962. (RJ)

ABSTRACT 32088

EC 03 2088 ED N.A.
Publ. Date 70 10p.
Torrance, E. Paul
Broadening Concepts of Giftedness in the 70's.
EDRS not available
Gifted Child Quarterly; V14 N4 P199-208 Winter 1970
Paper Prepared for the Northeast Regional Conference For the Gifted and Creative (November 5, 1970, New Haven, Connecticut).

Descriptors: exceptional child education; gifted; educational planning; educational trends; program planning; administration

The author traces the development of attitudes and approaches toward the gifted, and discusses the multi-talent concept of giftedness. Characteristics of disadvantaged children which are noted to indicate hidden or latent giftedness are listed. Existing programs for the gifted are attacked for their emphasis on conformity, and program requirements are suggested in the following areas: respect for individuality, guidance in the early years, open-ended programs and methods, flexible administrative arrangements, identification and testing, and attention to environmental factors. (RD)

ABSTRACT 32324

EC 03 2324 ED N.A.
Publ. Date 71 295p.
Gowan, John Curtis, Ed.; Torrance, E. Paul, Ed.
Educating the Ablest: A Book of Readings on the Education of Gifted Children.
EDRS not available
F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($4.95).

Descriptors: exceptional child education; gifted; literature reviews; creative development; child development; counseling; disadvantaged youth; mental health; program descriptions; parent role; teacher role

The volume is a book of readings on the education of gifted children. Such topical areas as developmental characteristics, programs, curriculum, guidance, creativity, disadvantaged gifted youth, and mental health are covered. Articles concerning teachers and parents are also included. Most of the readings in the volume are taken from the Gifted Child Quarterly, the journal of the National Association of Gifted Children. (CD)

ABSTRACT 32577

EC 03 2577 ED 051 606
Publ. Date 70 48p.
Covey, Barbara L.
Teaching Gifted Students English Usage in Grades Seven Through Nine
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; English; junior high school students; curriculum design; teaching methods; communication (thought transfer); laboratories; inductive methods; discovery learning; cognitive ability; California

Intended to assist English teachers of junior high gifted students whose mental ability is in the top 2% of all students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. Both techniques and content in the study of English usage are examined. Increasing the relevance of course content is seen to be possible through thematic or generic structuring of content based on significant works of literature and by concern with communication in all its forms and via all media. Discovery methods similar to those used in newer physical science courses are recommended, as are communications or media laboratories, for promoting an inductive study of language in all its forms of communication and for relating course content to the needs of gifted students in this age and to the development of high-level skills. (KW)

ABSTRACT 32578

EC 03 2578 ED 051 607
Publ. Date 70 44p.
Bruch, Catherine B.
Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades, curriculum guides; creative development; California

The curriculum guide is intended as an introduction to the study of man and his individuality, creativity, and uniqueness. Portions of such a study are suggested for use with gifted children in grades 4-6. Major objectives relate to the development by gifted students of their own creativity, productivity, and realization of personal potential. Behavioral objectives in the areas of learning skills, cognitive processes, and affective processes are enumerated, and guiding questions and activities for the study of creative man are suggested. Biographical sketches of creative men and women are presented to serve as bases for lessons. Tapescripts of some classroom discussions following use of lessons in the Men and Women of Ideas series are given. The thought processes involved, as reflected by the students' comments, are analyzed. Films about creative persons are listed, as are films which may be useful to teachers for inservice training. (KW)

ABSTRACT 32761

EC 03 2761 ED 035 575
Publ. Date 69 194p.
Hill, Mary Broderick
Enrichment Programs for Intellectually Gifted Pupils.
California State Department of Education, Sacramento, California Project Talent
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc
California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Descriptors: exceptional child education; gifted; enrichment; program development; program descriptions; demonstration projects; curriculum design; creative development; California Project Talent

Presented is the final report of the Enrichment Program, one of the education programs demonstrated and field studied as part of California Project Talent which were designed to allow talented students in grades 1-8 to capitalize on their talents. The Enrichment Program was conducted cooperatively by the project staff and members of the Los Angeles Unified School District in 12 demonstration schools. Discussion of the planning phase covers literature on enrichment, related philosophy and principles, selection and evaluation of objectives, curriculum considerations, and resources in personnel and materials. Elements of the teacher training program described include inservice teacher training, formats for lesson plans and study units, and the development of creative expression, critical appreciation, and a scientific approach. The report of the implementation of the program details administrative concerns of classroom application and presents course outlines, lesson plans, and other explanatory information relating to the implementation of enrichment through creative expression, critical appreciation, and a scientific approach. Also summarized is the program evaluation phase, which indicated that objectives of enriching the course work of gifted students had been realized. (KW)

ABSTRACT 32861

EC 03 2861 ED 052 403
Publ. Date Apr 71 39p.
Exceptional Children Conference Papers: Gifted and Developmental Potential in Women and the Disadvantaged.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; gifted; females; disadvantaged groups; discriminatory attitudes (social); educational opportunities; employment opportunities; program design; conference reports

In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunities; based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (For other CEC convention papers, see EC 032 854-EC 032 860.) (KW)

ABSTRACT 32880

EC 03 2880 ED 053 502
Publ. Date 71 36p.
Popham, Donald F.
Teaching Gifted Students Social Sciences in Grades Ten through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; honors curriculum; senior high schools; teacher developed materials; program design; teaching guides; California

The monograph is designed to assist secondary school teachers in grades 10 through 12 who teach social sciences to gifted students. The introduction encompasses such topics as the role of leadership, the variability of instruction, and problems in social science instruction. The identification of the gifted student in social sciences and the successful teacher of the field are considered. The importance of the development of an inquiry-conceptual process of reflective reasoning in order to equip the gifted student for social understanding is stressed. Program themes and structure for each of the grade levels are discussed and subject matter skills and teaching strategies are examined. The monograph concludes with a summation of the projected design of the new social science framework for California as taken from the findings of the California Statewide Social Sciences Study Committee. A complementary document (EC 032 579) deals with the same topic at the elementary school level (grades 4-6). (CD)

ABSTRACT 32884

EC 03 2884 ED 053 506
Publ. Date 70 38p.
Stovall, Betty J.; Tongue, Cornelia
The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; resource teachers; itinerant teachers; state programs; administrative organization; program design; guidelines; North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource

Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ABSTRACT 32885

EC 03 2885 ED 053 507
Publ. Date 70 48p.
Jacobs, Walter R., Jr.
Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program evaluation; state surveys; statistical data; annual reports; special classes; state aid; North Carolina

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

ABSTRACT 33161

EC 03 3161 ED N.A.
Publ. Date 71 13p.
Bennett, Frances and Others
Potentially Gifted and Talented High School Youth Benefit from Independent Study.
EDRS not available
Gifted Child Quarterly; V15 N2 P96-108 Sum 1971

Descriptors: exceptional child education; gifted; independent study; senior high school students; program descriptions

Described is the Independent Study Program for Talented and Gifted Students at the Hamden-New Haven (Connecticut) Cooperative Education Center, in which gifted and highly motivated students from one suburban and three urban high schools are able to take one academic subject for credit in Independent Study in lieu of some course in their home high school. Philosophy of education of the gifted, methods of student selection, and examples of individual interests or projects pursued by students are summarized. The teacher is seen to fulfill the role of guide and resource, rather than data giver. Evaluations of the program cited point to its success in identifying and nurturing aspects of creativity. (KW)

ABSTRACT 33162

EC 03 3162 ED N.A.
Publ. Date 71 8p.
Witty, Paul A.
The Education of the Gifted and the Creative.
EDRS not available
Gifted Child Quarterly; V15 N2 P109-16 Sum 1971

Descriptors: exceptional child education; gifted; historical reviews; educational trends; creativity; educational programs; identification

Briefly reviewed are developments and research in the education of gifted and creative students since the advent of the intelligence test. It is noted that identification of such students was based primarily on IQ level and that enrichment or acceleration opportunities for the gifted were limited in the period 1925-1950. Increased provisions after 1950 are cited, but such special educational practices were designed mostly for verbally gifted elementary and secondary students. Since 1960, however, the significance of learning in early childhood has been focused upon, and IQ is now seen to be as much a result of environmental influences as hereditary factors. Also summarized are the growth of interest in identifying students with hgh creative potential, which is not measured by intelligence potential, creative potential, which is not measured by intelligence tests, and some differences between the verbally gifted and the creative in the area of social and peer relationships. Promising trends in the education of the gifted are noted to be a broader concept of giftedness to include creative individuals, development of school programs to identify and encourage creative students, and greater efforts and involvement of parents and teachers. (KW)

ABSTRACT 40059

EC 04 0059 ED 054 594
Publ. Date Jun 71 166p.
House, Ernest R. and Others
The Gifted Classroom.
Illinois University, Urbana, Center for Instructional Research and Curriculum Evaluation
Illinois State Office of the Superintendent of Public Instruction, Springfield, Gifted Program Development Section
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program evaluation; school districts; program descriptions; state aid; case studies (education); Illinois

A report of the Illinois Gifted Program Evaluation, the document first presents origins, policies, and scope of the reimbursement section of the Illinois Plan for Program Development for Gifted Children. Outlined is the evaluation design, in which subjects were 34 school districts representing a 10% stratified random sample of 340 districts. Each of the 34 had received state funds for 2 or more years. Data gathered on the best gifted program in each district included director, teacher, and student interviews, class activities questionnaires, classroom observation, and various documents. Data for five of the programs are presented as case studies. Described are school setting, circumstances for starting program, purposes, activities, and a typical day in class, with teacher and student comments reported. Evaluators' interpretation and discussion of each program is offered; judgment of program value is made on the basis of stated standards. Finally, findings from previous examinations of specific aspects of the reimbursement phase of the Illinois program are discussed, along with two aspects not previously reported: analysis of classroom verbal interaction and assessment of inservice training programs. (KW)

ABSTRACT 40483

EC 04 0483 ED 056 442
Publ. Date Feb 71 16p.
House, Ernest R. and Others
Patterns of Cognitive and Affective Emphasis in Gifted and Average Classes.
Illinois University, Urbana, Center for Instructional Research and Curriculum Evaluation
EDRS mf,hc
Paper Presented at the American Educational Research Association (New York, New York, February 7, 1971).

Descriptors: exceptional child research; gifted; program evaluation; state programs; educational programs; behavior patterns; cognitive development; thought processes; Illinois

Data from a Class Activities Questionnaire was used in the evaluation of the state gifted program in Illinois to determine patterns of cognitive and affective emphasis in gifted and average classes. Significant differences were found in the degree of emphasis on higher thought processes, classroom focus, and classroom climate. Significant differences were also found between average and gifted classes on two statistical factors: application, synthesis, enthusiasm, and independence; and memory and test/grade stress. Differences were: average classes emphasized two or less thought processes, while gifted classes emphasized three or more; average classes emphasized only one higher thought process, while gifted classes emphasized two or more; average classes emphasized

three of seven levels of thinking, while gifted classes emphasized six of seven; average classes had a higher amount of teacher talk; average classes had little chance for discussion, while gifted classes had much; test/grade stress was characteristic of average classes and not characteristic of gifted classes; average classes revealed an absence of enthusiasm, while gifted classes revealed an abundance; and average classes allowed independence in a fourth of the classes, while gifted classes allowed independence most of the time. (CB)

ABSTRACT 40569

EC 04 0569 ED 056 243
Publ. Date Aug 71 127p.
Marland, S. P., Jr.
Education of the Gifted and Talented--Volume 1: Report to the Congress of the United States.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; national surveys; educational needs; government role; identification; incidence; federal aid educational programs; state surveys; state programs; financial support

In response to a mandate from the Congress (Public Law 91-230, Section 806), a study was conducted on the gifted and talented which consisted of five major activities: review of research, analysis of educational data bases and the development of a major data base, public hearings to interpret regional needs, studies of programs in representative states, and review and analysis of the system for delivery of Office of Education programs to benefit gifted and talented children. Recommendations and details of the study are found in the text and in Volume 2 (EC 040 570). Major findings include: a conservative estimate of the number of gifted and talented from the total elementary and secondary school population of 51.6 million is 1.5 to 2.5 million; existing services for the gifted serve only a small percentage of the total; differentiated education for the gifted and talented is perceived as low priority at Federal, State, and most local levels of government; 21 states have legislation to provide services but in many cases this merely represents intent; services for the gifted can and do produce significant outcomes. Ten major activities to be initiated in 1971 are outlined. (RJ)

ABSTRACT 40570

EC 04 0570 ED 056 244
Publ. Date Aug 71 390p.
Marland, S. P., Jr.
Education of the Gifted and Talented--Volume 2: Background Papers (Appendixes).
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; educational needs; government role; state legislation; state programs; program descriptions; teacher education; financial support; state surveys; incidence; national surveys

Background papers prepared in conjunction with the national survey of the gifted and talented are presented as appendixes to the study reported in EC 040 569. Papers in Appendix A consider the characteristics of the gifted and talented, the question of why we should be concerned with them (are special programs undemocratic, will regular children be deprived, what benefits will be derived), the problem of identification, the benefits of special programs (including administrative arrangements, early childhood programs, and current public school structure), the necessary components of a good program, preparation of teachers and other personnel, the cost of programs for the gifted, and the educational implications of research. Appendix B presents an analysis of problems and priorities-advocate survey and statistics sources (results from a survey sent to 239 experts). An analysis of hearings held at the regional level, state laws for the education of the gifted, comparisons of gifted and average students in the Project TALENT populations, and case studies from California, Connecticut, Illinois, and Georgia are reported. The results of structured interviews conducted with OE staff and with others are presented in Appendix G, the assessment of present U.S. Office of Education delivery system to gifted and talented children and youth. (RJ)

ABSTRACT 40718

EC 04 0718 ED N.A.
Publ. Date Jan 72 6p.
Martinson, Ruth and Others
An Independent Study-Seminar Program for the Gifted.
EDRS not available
Exceptional Children; V38 N5 P421-6 Jan 1972

Descriptors: exceptional child education; gifted; senior high school students; independent study; program descriptions

Described is the San Diego Independent Study-Seminar Program for highly gifted students. It is explained to provide for different interests and needs by minimizing the limitations of a prestructured program and to encourage autonomy and self-determination in learning. Summarized are major features of the program: evaluation of student interests, needs, and achievements; individualized planning of programs; preparation of curriculum guides and materials which provide open possibilities for research and learning, as opposed to detailed outlines and requirements; and a wide range of available resource persons. Cited are teacher, parent, and student comments on the program which point out both academic and psychological benefits of the program. (KW)

ABSTRACT 41401

EC 04 1401 ED 059 571
Publ. Date 72 66p.
Tongue, Cornelia, Comp.
Potpourri: Productive Programs for Gifted/Talented.
North Carolina State Department of Public Instruction, Raleigh, Division for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; educational programs; special classes, state programs; North Carolina

The publication is a compilation of descriptions of programs for gifted and talented students in North Carolina which have been evaluated by the State Division for Exceptional Children as outstanding and/or possessing worthwhile components on the instructional level. Programs, grouped into primary-elementary, junior high-middle school, and secondary categories, represent various disciplines. Most descriptions have been written by a teacher or administrator actually involved in the program. Descriptions cover class structure, staff utilization, and teacher-pupil selection. Listed at the end of each account is the name and address of a local contact person. (KW)

ABSTRACT 41513

EC 04 1513 ED 060 585
Publ. Date Oct 71 36p.
Plowman, Paul D.
California Mentally Gifted Minor Program: A Brief History.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; historical reviews; program descriptions; educational trends; California

The report concerns the California Mentally Gifted Minor Program, in which the state, through guidelines, consultant service, and extra funds, encourages school districts to provide qualitatively different and appropriate learning experiences for children in the upper 2% of general mental ability. The report outlines the historical roots and development of the program from 1925 to 1971, reviews major contributions of developmental projects made possible through USOE Cooperative-Research and Title V, Elementary and Secondary Act funds, and describes the current status of the program. Description of current status covers enrollment and expenditures, types of programs, concern for culturally disadvantaged underachieving gifted students, current program problems, suggested solutions, and trends. (KW)

ABSTRACT 41517

EC 04 1517 ED 060 589
Publ. Date 70 61p.
Nicholson, Margaret
Teaching Gifted Students Literature and Language in Grades Nine Through Twelve.
California State Department of Education, Sacramento, Division of Special Education

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; English; senior high school students; literature; teaching methods; program design

The examination of literature and language instruction for gifted senior high school students begins with an explanation of the philosophy of such an instructional program. Each general discussion of subject matter content (literature and language) is followed by specific examples of how to develop higher intellectual skills in each area. Additional chapters treat the kinds of students gifted in English, operational and administrative procedures in conducting literature and language programs for the gifted, and the evaluation of English gifted programs. (KW)

ABSTRACT 41671

EC 04 1671 ED N.A.
Publ. Date 72 9p.
Furr, Karl D. and Others
Canadian Programming for the Gifted.
EDRS not available
Gifted Child Quarterly: V16 N1 P32-40 Spr 1972

Descriptors: exceptional child education; gifted; student placement; program development; culture free tests

Explained is the development of a systems approach used to establish priorities and place students in a program for the gifted in a multiethnic and multiracial city. Initial student placement in the gifted program was based on intelligence test scores and was found to yield a disproportionately high number of Anglo-Saxon middle class students. A selection procedure was then developed that did not discriminate on the basis of cultural or social background and that provided built-in evaluation processes for all steps of the gifted program. The selection procedure involves teacher recommendation of students, group testing with two culture free tests, student selection based on either test score, and alternate referrals for students not identified by the tests. (CB)

ABSTRACT 42227

EC 04 2227 ED 063 715
Publ. Date (71) 25p.
Program of the Creativity Center: Project Gifted.
Warwick Public Schools, Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; intermediate grades; art; writing skills; educational programs; program descriptions

Described is the creativity center program, part of Project Gifted, an educational program for gifted intermediate grade children. The report pertains specifically to the Warwick Public Schools in Rhode Island. The program is described to give gifted children opportunity and encouragement in their academic and personal development. The program offers educational opportunities in both verbal and nonverbal learning, with half of the program focusing on creative writing, and half on visual arts activities. Eighty children participated during the first year and were divided into 10 groups, each group spending one half-day session in the creativity center for a total of 36 lessons. The teacher role is defined to be that of creating a favorable, receptive atmosphere, of recognizing and encouraging talent. Art is thought to have great potential for revealing children's ideas and emotions and for nurturing their creative growth. Specific objectives of the visual arts program and the creative writing program are listed, followed by the educational objectives of illustrative lessons. Suggested art processes and media are listed, as are composition language, and style skills. (For related studies, see also EC 042 228-230.) (CB)

ABSTRACT 42228

EC 04 2228 ED 063 716
Publ. Date (71) 5p.
Project Gifted--A Cooperative Effort in Gifted Education.
Cranston School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program descriptions; regional programs; intermediate grades; cooperative programs

Project Gifted, an educational program for gifted intermediate grade children, is described as a tri-city, cooperative effort in the demonstration of diverse educational procedures for the gifted. General goals for the project are noted as identification of gifted children, development of differential experiences to improve the learning programs for gifted children, and development of innovative programs to act as models for other communities. The program is said to focus on training in creative and evaluative thinking. Regional cooperation is found to create new avenues by which the education of gifted students can be achieved. The project is evaluated by a project evaluator. Pretest and posttest in both cognitive and affective domains measure student academic achievement and personal development. Results of the evaluation are thought to indicate that the program is successful. (For related studies, see also EC 042 227, EC 042 229-30.) (CB)

ABSTRACT 42229

EC 04 2229 ED 063 717
Publ. Date (71) 13p.
Project Gifted.
Cranston School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; intermediate grades; educational programs; student placement; program descriptions

Covered in the short discussion of Project Gifted for intermediate grade children are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and precedure for selection of students participating in Project Gifted. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. The instructional strategy is said to employ Bloom's Taxonomy of Educational Objectives as a frame of reference. The classification of question categories includes knowledge, comprehension, application, analysis, synthesis, and evaluation. Then follow brief statements about 17 traits common to intellectually gifted students. The procedure for selection of students is described to involve language arts, mathematics, and reading results on an achievement test battery, verbal test scores, administration of the Stanford Binet Individual Intelligence Test and the Wide Range Achievement Test, results of a teacher behavior rating scale, a selection committee, and informing appropriate parents that their children have been selected for the program. (For related studies, see also EC 042 227-8 and EC 042 230.) (CB)

ABSTRACT 42230

EC 04 2230 ED 063 718
Publ. Date 72 21p.
Project Gifted: Overview.
East Providence School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program descriptions; intermediate grades; academic achievement; honors curriculum

The overview of Project Gifted begins with an explanation of eight program assumptions: that the gifted are not the academically talented in need of greater intellectual stimulation, that the gifted need stimulation and interaction, that the gifted need the special attention of the teacher, that the children learn in diverse ways, that learning through inquiry and discovery is important, that the program have a solid foundation, that there is a need to share information and responsibility among concerned adults, and that the receipt of federal funds will enable the program to test these assumptions. General program goals are identification of gifted students, a humanities oriented curriculum, a structure permitting much student discussion, child development, and a continuous program evaluation. Fifteen fourth grade students were chosen for the program. The children studied the ancient cultures of the Greeks, the Romans, and the Judeo-Christians and focused on three basic principles of

Athenian humanism, the Roma concept of rule by law, and the Judeo-Christian idea of brotherly love. Various academic, social, and personal learning activities are described. Concluding the report is a section on necessary resources and their allocation. (For related studies, see also EC 042 227-9.) (CB)

ABSTRACT 42637

EC 04 2637 ED N.A.
Publ. Date Sum 72 4p.
Sowell, Sally
Summer School for the Gifted? Why Not?
EDRS not available
Gifted Child Quarterly; V16 N2 P89-92 Sum 1972

Descriptors: exceptional child education; gifted; summer schools; educational programs; program planning

Briefly discussed is the provision of summer school for the gifted. Essential steps to be taken in establishing a program and the rationale of the action involved are explained in five steps: selection of a director or principal of the summer school knowledgeable in gifted education, determination of age or grade levels to be incorporated into the program, selection of curricular content, selection of students, and scheduling of classes. A timetable for establishing a summer program is included. (CB)

ABSTRACT 50292

EC 05 0292 ED N.A.
Publ. Date Nov 72 6p.
Pringle, Robert G. and Others
Innovative Education for Gifted Children in Rural Elementary Schools.
EDRS not available
Elementary School Journal; V73 N2 P79-84 Nov 1972

Descriptors: exceptional child education; gifted; elementary school students; educational programs; program descriptions; special classes; problem solving; rural education

Described is a project using teaching-resource centers as a means of providing enrichment experiences for 63 gifted elementary school children in a rural school district. Using a curriculum based on problem solving techniques and affective objectives, the teacher spent 1 day a week at each of the four centers. Evaluation was based on the positive and negative reactions of the teacher (mainly positive), pupils (all preferred resource center activities over regular classroom activities), parents (80% felt the program should be continued), and regular classroom teachers (12% reported a positive change in the participants). The authors conclude that the project represents a workable program having more advantages than disadvantages for gifted elementary school children from rural areas. (DB)

ABSTRACT 50542

EC 05 0542 ED N.A.
Publ. Date Dec 72 7p.
Feldhusen, John F.; Hobson, Sandra K.
Freedom and Play: Catalysts for Creativity.
EDRS not available
Elementary School Journal; V73 N3 P149-55 Dec 1972

Descriptors: exceptional child research; gifted; creative ability; childhood; program descriptions; play; creative thinking; affective behavior; interpersonal relationship; permissive environment

Described and evaluated was a 6 week creativity training program for 16 fifth and seventh grade children which stressed affective activities in a climate said to be characterized by freedom, playfulness, and warm interpersonal relations. Cited was research in support of the idea that freedom from threat of evaluation and from inhibiting sets or directions is vital to creative thinking. Playfulness, defined as social and cognitive spontaneity, manifest joy, and humor was reported to be correlated with divergent thinking. Also cited was research finding warm interpersonal relations to be one of the most important conditions for creative growth. Group activities and role playing were some of the methods used. Evaluation by means of a video tape, an anecdotal record, and reactions of parents and children found children's reactions to be highly positive, while parents were hesitant or nonsupportive of freedom and openness. (DB)

ABSTRACT 50672

EC 05 0672 ED N.A.
Publ. Date Fall 72 5p.
Dunn, Barbara J.
The El Monte Project for High Risk Talent Retrieval.
EDRS not available
Gifted Child Quarterly; V16 N3 P235-39 Fall 1972

Descriptors: exceptional child research; gifted; adolescents; college preparation; educational programs; program descriptions; educational needs; open education

Reported was a project which aimed at familiarizing gifted students (sixth, seventh, and eighth graders) and their parents with higher educational facilities through campus visits to university facilities and through informative sessions on admissions procedures and scholarships. Students' evaluations indicated that they resented the extended day nature of the program. Project directors reported that the major contribution of the program was its assessment of the need for gifted students to be involved at their level of achievement and interest during the regular school day. It was suggested that the open education model be investigated as an appropriate model for making ceiling-less learning possible. (GW)

ABSTRACT 50691

EC 05 0691 ED N.A.
Publ. Date Feb 73 3p.
What Are You Doing for Your Gifted?
EDRS not available
Instructor; V82 N6 P80-82 Feb 1973

Descriptors: exceptional child education; gifted; educational programs; program planning; guidelines; identification

Definitions and guidelines are provided for educational programs aimed at helping gifted children develop their intellectual and human potential. Suggestions such as the following are made: state the objectives and procedures of proposed programs, set a time for identified individuals to meet, set a limit for group participation (eight students at the elementary level), teach students and teachers to be discovery oriented, and emphasize problem solving methods rather than facts. The Council for Exceptional Children's Educational Resources Information Center and the U.S. Office of Education's Office for the Gifted and Talented are identified as information sources. (GW)

ABSTRACT 50876

EC 05 0876 ED 072 562
Publ. Date 72 20p.
Gensley, Juliana Townsend
Teaching Gifted Children Literature in Grades One through Three.
California State Dept of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; literature; primary grades; educational objectives; thought processes; intellectual development

Intended for teachers, administrators, and consultants, the booklet discusses purposes and objectives of teaching literature to gifted students in grades 1-3. Literature is seen as the heritage of important ideas in writing, and the purpose of the primary level gifted child's study of literature is defined as primarily the accumulation of ideas. Described is how literature can develop and clarify the student's concepts as he becomes aware of various points of view, and teach him to see relationships, make generalizations, and develop convergent thinking and understanding. Examples of how to teach children to read for ideas are given. Examined is how the study of literature develops both the communication skills (listening, speaking, reading, writing) and higher intellecutal skills such as divergent and evaluative thinking. Study of literature is shown to also promote creativity in gifted students. Suggested reading includes books for both teachers and gifted primary children. (KW)

ABSTRACT 50877

EC 05 0877 ED 072 563
Publ. Date 72 22p.
Clifford, Thomas
Teaching Gifted Children Literature in Grades Four through Six.
California State Department of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; literature; intermediate grades; educational objectives; intellectual development; teaching guides

The booklet is intended to assist teachers in developing literature units of study that will enable the gifted student in grades 4-6 to better understand different

kinds of reading material, the human condition, and himself as a person. Following the explanation of the objectives and principles of literature study, different genres are defined. Use of reading materials from many countries and in many forms is said to help teach the commonality of human experience. Some suggestions are made concerning methods of presenting literature to gifted students. The elements of fictional narrative and poetry appropriate to the intermediate grades are examined as they relate to teaching the techniques of writing literature and enabling the gifted student to make evaluative judgments on literature. Also considered is how the study of literature can help develop both subject-area skills and higher intellectual skills in gifted students and help them to realize their potential. Appended is a list of suggested books and recordings appropriate for gifted intermediate level students. (KW)

ABSTRACT 50878

EC 05 0878 ED 072 564
Publ. Date 72 20p.
Miles, Robert S.
Teaching Gifted Students Social Sciences in Grades Seven through Nine.
California State Department of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; junior high school students; behavioral sciences; educational objectives; teaching guides; scientific concepts; research methodology; class activities

It is stated that the social science curriculum for gifted junior high school students can be enriched by drawing from psychology, sociology, and anthropology. An overview of instruction in the social sciences includes specification of subject matter emphases in grades 7-9, definition of major goals (process, personal, and situational goals) in social sciences, and consideration of the requirements for a successful program (small classes, exciting topics, reasonable grading, cultural exposure, communication with parents, variety). Conduct of research projects at each of the three grade levels is discussed, and five steps involved in carrying out a research project are outlined. Provided are some sample applications of research skills, in which the method used is to begin inductively and end deductively, and some sample stimulus questions or discussion starters concerning language drawn primarily from the fields of psychology and sociology. Finally, the field-study method as a means of developing creativity is presented, and numerous provocative topics for interviews or classroom study are listed. The appended list of suggested books for students includes nonfiction, fiction, biography, and reference works. (KW)

ABSTRACT 50909

EC 05 0909 ED N.A.
Publ. Date Feb 73 2p.
Ming, Roger W.; Gould, E. Noah
Meeting the Needs of the Gifted.
EDRS not available
Education Digest; V38 N6 P34-5 Feb 1973

Descriptors: exceptional child education; gifted; identification; educational needs

Gifted children are described as being those who function far ahead of their age-mates in intellectual and creative activities, who fall into the very highest range of IQ scores, and who achieve above age standards in size, strength and general health. Gifted individuals are also said to be more versatile and better adjusted than the general population. Community action is urged as a supplement to federal and state programs in the education of the gifted. (GW)

ABSTRACT 51121

EC 05 1121 ED 072 602
Publ. Date 73 12p.
Phillips, A. Craig and Others
Information Concerning the Program for Gifted and Talented Students.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; state programs; public schools; identification; elementary school students; secondary school students; special classes; special schools; North Carolina

Presented in the form of 29 questions and answers is informaton on North Carolina's public school program for gifted and talented children at elementary and secondary levels. Discussed are the criteria for student eligibility, typical characteristics of gifted children, both acceleration and enrichment programs, special class curriculum, and funding. Also presented are 15 forms of special class organization including self contained classes, itinerant teachers, continuous progress, and advanced placement. Final questions describe teacher preparation and the Governor's School, an 8 week summer program for 400 gifted high school juniors and seniors. (DB)

ABSTRACT 51123

EC 05 1123 ED 073 575
Publ. Date 72 92p.
Stovall, Betty J. and Others
HANDS-ON, Career Exploration for Bright Students.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; prevocational education; workshops; curriculum guides; junior high school students

Produced as part of a 5 week workshop on career explorations for 51 bright, middle grade students and 20 teachers, the curriculum guide discusses career education, outlines the workshop experiences, considers the inquiry process, and outlines 60 units on nonbaccalaureate careers in 15 career clusters. A lack of career education programs with other than a college preparatory emphasis for bright students is said to have led to the workshop which provided teacher inservice training and 3 weeks of pupil experiences in six career clusters. Workshop experiences are reported to have included field trips, simulations, and actual experience with activities such as telegraphy, drafting, and bricklaying. The inquiry process of instruction which utilizes a variety of learning and teaching styles is outlined. The majority of the guide contains the career exploration units of which the tobacco farmer, floral designer, commercial bank teller, and game warden are examples. Units are outlined in terms of career cluster, career, suggested problem, introductory activities, hypothesis, investigation, conclusion, presentation, evaluation, and related disciplines. Appendixes include work preference scales used to evaluate the workshop. (DB)

ABSTRACT 51190

EC 05 1190 ED N.A.
Publ. Date Mar 73 8p.
Renzulli, Joseph S.
Talent Potential in Minority Group Students.
Exceptional Children; V39 N6 P437-44 Mar 73

Descriptors: exceptional child education; gifted; creative ability; minority groups; talent identification; disadvantaged youth; low income groups; talent utilization

Pointing out the nature and scope of talent loss among low socioeconomic and minority group members, the author identifies and explores some of the issues in the retrieval of talent potential. Strategies are suggested for identifying and maximizing the development of talent in the minority group segment of the school population. Identification procedures recommended are based on a broadened conception of talent. The author discusses some new instruments seen to be more appropriate as well as more extensive uses of existing instruments such as tests of creativity. Suggestions for developing talent potential are discussed in terms of teacher characteristics and curricular relevancy. (Author)

ABSTRACT 51219

EC 05 1219 ED 073 582
Publ. Date Mar 72 6p.
Stallings, Clifford
Gifted Disadvantaged Children.
Connecticut University, Storrs
EDRS mf,hc

Descriptors: exceptional child education; gifted; identification; urban schools; effective teaching; educational diagnosis; teaching methods; guidelines; educational trends

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that

teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers' observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an environment in which community situations are the basis for learning and to develop students' leadership potential, especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs. (GW)

ABSTRACT 51261

EC 05 1261 ED N.A.
Publ. Date 72 572p.
Matarazzo, Joseph D.
Wechsler's Measurement and Appraisal of Adult Intelligence. 5th Edition.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($15.75).

Descriptors: exceptional child education; mentally handicapped; gifted; young adults; adults; intelligence tests; psychological evaluation; psychological tests; rating scales; intelligence quotient; measurement; test validity; test interpretation; textbooks

Presented is the fifth edition of the text in clinical psychology originally authored by David Wechsler which considers the nature, history, variety, and validity of adult intelligence scales. Among the topics discussed in Part I are the nature of assessment and intelligence; the definition of intelligence; mental age, IQ, deviation scores, and IQ changes with age; and the classification of intelligence. Early and modern approaches to validation are considered in Part II which discusses the concepts of mental retardation, average, and superior intelligence. Compared are the subtests of the Wechsler-Bellevue and the Wechsler Adult Intelligence Scales in Part III in terms of a description of the tests, a discussion of the populations used in the 1939 and 1955 standardizations, and basic data and test results. The final part presents the following additional approaches to validation and applications: factorial structure of the Wechsler-Bellevue and the Wechsler Adult Intelligence Scale; validity indexes exemplars, and correlates of intelligence test scores; brain-behavior relationships as expressed in the Wechsler scales; personality and related correlates of the Wechsler scales; and qualitative, diagnostic, and clinical features of the Wechsler scales. Appendixes include special statistical methods, efficiency quotients, and difficulty values of individual subtest items. (DB)

ABSTRACT 51317

EC 05 1317 ED N.A.
Publ. Date 72 180p.
Kenmare, Dallas
The Nature of Genius.
EDRS not available
Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880 ($9.25).

Descriptors: exceptional child education; gifted; personality development; psychological characteristics; social attitudes; creative development

The discussion of the general psychological characteristics and the usual social status of men and women of genius is amplified by numerous biographical illustrations. Artists and creative persons are likened to Prometheus in their concern for humanity, their desire to communicate the vision which brings them joy, and the unconventional manner in which they live. Geniuses are also characterized as being typically schizophrenic because of the difficulty in synthesizing their personal life and their existence as an impersonal, creative process. Sexuality is distinguished from eroticism, and erotic love is said to typify the lives of geniuses. The author describes problems peculiar to women of genius, and locates the social significance of gifted individuals in their ability to herald new values. Each theoretical statement about the nature of genius is accompanied by examples from the lives of such individuals as G. Byron, P. Shelley, A. Einstein, George Sand, Isadora Duncan, the Bronte sisters, J. Goethe, and D.H. Lawrence. (GW)

ABSTRACT 51366

EC 05 1366 ED N.A.
Publ. Date Jan-Feb 4p.
Horwitz, Elinor Lander
Gifted Children.
EDRS not available
Children Today; V2 N1 P27-30 Jan-Feb 1973

Descriptors: exceptional child education; gifted; childhood; adolescents; educational trends; identification; program descriptions; federal government

The article considers trends in special education for the gifted, discusses the problems of identification of the gifted, describes programs for the gifted, and examines federal support for new programs. Lack of interest for special educational programs for the gifted is said to persist despite research evidence showing that children of exceptional intelligence do not learn effectively when grouped with children of average ability. Problems of defining giftedness are seen to include the identification of gifted children from disadvantaged and minority group backgrounds. Compared are programs for the gifted including acceleration, enrichment, honors classes, advanced placement, and special schools such as the Bronx High School of Science. Federal support of programs for the gifted is said to have as its objective the doubling of the number of gifted and talented children being served by 1977. (DB)

ABSTRACT 51448

EC 05 1448 ED N.A.
Publ. Date 73 224p.
Kraus, Philip E.
Yesterday's Children: A Longitudinal Study of Children from Kindergarten into the Adult Years.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($9.95).

Descriptors: exceptional child education; disadvantaged youth; emotionally disturbed; gifted; longitudinal studies; prediction; adjustment problems; racial differences

Reported was a longitudinal study of 165 low and middle income, racially mixed, children all of whom were followed through grade school, 85 through high school, and about 20 into adulthood. Changes in recorded IQ scores were not found to parallel changes in performance, and teachers' knowledge of IQ appeared to have no effect on teacher expectancy or pupil performance. The most significant single predictive measure of later achievement was found to be the score obtained on the third grade reading achievement test. Grade equivalency scores of achievement tests were said to be often misunderstood and misapplied. Children who were retained in a grade usually gained less during the year than during years of promotion and were sometimes judged to have developed adjustment problems. Children accelerated by means of special progress classes were found to have superior achievement throughout school. Consistent superior performance or talent was usually recognized before the end of the second grade. Most of the children reported to have adjustment problems in an early grade continued to have problems, and the most sensitive predictor of maladjustment was found to be the New York Reading Readiness test administered early in first grade. Single traumatic experiences were not found to alter the observable pattern of learning or behavior in the children. Children who were to stay with the study were found to show slightly higher intelligence and achievement levels than children who moved away. No evidence that black children achieved more under black teachers was found. In yearly self drawings no child added color to the face. No significant differences were found between children in structured classrooms and children in open classrooms. Student evaluation of achievement in high school revealed that more students were dissatisfied than satisfied with their performance. Parental aspirations for children were not found to differ between lower class and middle class parents. (DB)

AUTHOR INDEX

Ackerman, Paul R 21277.
Arends, Richard 11892.
Bachtold, Louise M 21144, 23249.
Bennett, Frances and Others 33161.
Bent, Leo G and Others 22867.
Bixler, Harold H 21499.
Bruch, Catherine B 32578.
Carlson, Sybil B 23434.
Clifford, Thomas 50877.
Covey, Barbara L 32577.
Deming, Bonnie J 31962.
Dunn, Barbara J 50672.
Feldhusen, John F 50542.
Fenton, Edwin and Others 21509.
Ford, Paul M 11892.
Furr, Karl D and Others 41671.
Gensley, Juliana Townsend 50876.
Gleason, Gary M 30729.
Gloss, Garvin G and Others 21935.
Gould, E Noah 50909.
Gowan, John Curtis, Comp 10851.
Gowan, John Curtis, Ed 32324.
Hampton, Nellie D 21275.
Hill, Mary Broderick 32761.
Hobson, Sandra K 50542.
Horn, Lister W 30729.
Horwitz, Elinor Lander 51366.
House, Ernest R and Others 22537, 40059, 40483.
Jackman, William D 21144.
Jacobs, Walter R, Jr 32885.
Keaster, Charles W 11877.
Kenmare, Dallas 51317.
Klein, Jack L 31962.
Kovacs, Frank W 23247.
Kraus, Philip E 51448.
Marland, S P, Jr 40569-40570.
Martinson, Ruth A 30062.
Martinson, Ruth and Others 40718.
Matarazzo, Joseph D 51261.
McBride, Edd, Ed 21775.
Mc Clain, John D 23247.
Miles, Robert S 50878.
Ming, Roger W 50909.
Nicholson, Margaret 41517.
Ohlsen, M M 20041.
Osen, Deborah K 31963.
Phillips, A Craig and Others 51121.
Plowman, Paul D 10335, 41513.
Plowman, Paul D, Comp 11879.
Popham, Donald F 32880.
Porter, Robert M 21194.
Pringle, Robert G and Others 50292.
Rafferty, Max 23536.
Renzulli, Joseph S 51190.
Renzulli, Joseph S, Ed 21746.
Rice, Joseph P 10335, 23454.
Rice, Joseph P, Comp 11879.
Rice, Norman L 11344.
Robeck, Mildred C 21475.
Rothney, John W M 11878.
Rush, Barbara M 31060.
Sanborn, Marshall P 11878.
Saslaw, Milton S 22114.
Sowell, Sally 42637.
Stallings, Clifford 51219.
Steele, Joe Milan and Others 30426.
Stovall, Betty J 32884.
Stovall, Betty J and Others 51123.
Suchman, J Richard 23434.
Tongue, Cornelia 32884.
Tongue, Cornelia, Comp 41401.
Torrance, E Paul 32088.
Torrance, E Paul, Ed 32324.
Vassar, William G, Ed 21746.
Witty, Paul A 33162.

SUBJECT INDEX

Ability Grouping 21775, 23536.
Ability Identification 21475.
Abstracts 23478.
Academic Ability 21194.
Academic Achievement 11892, 21275, 42230.
Accelerated Courses 21499.
Accelerated Programs 21475.
Acceleration 10335, 11879, 11892, 21746, 21937.
Achievement 20041, 21275, 22114.
Activities 21966.
Adjustment Problems 5144[illegible].
Adjustment to Environment 21275.
Administration 11879, 21277, 21475, 23536, 32088.
Administrative Organization 32884.
Administrative Policy 21935.
Administrator Guides 21775, 21937.
Administrator Responsibility 21937.
Administrator Role 21746.
Admission School 11878.
Admission Criteria 11877, 21966, 23536.
Adolescents 50672, 51366.
Adults 51261.
Advanced Placement 11878.
Advanced Placement Programs 10335, 21935.
Affective Behavior 30426, 50542.
Annual Reports 32885.
Arithmetic 10337, 21775.
Art 11344, 21775, 42227.
Attitude Toward Programed Instruction Inventory 23247.
Audiovisual Aids 11879, 21509, 23434.
Audiovisual Instruction 10335.
Average Students 11892.
Behavior Patterns 40483.
Behavioral Sciences 50878.
Biological Sciences Curriculum Study 22114.
California 10335, 11877, 11879, 21475, 31962-31963, 32577-32578, 32880, 41513.
California Project Talent 10335, 32761.
Career Choice 22114.
Careers 22114.
Case Studies Education 21475, 40059.
Chemical Education Materials Study 22114.
Child Development 21275, 32324.
Childhood 50542, 51366.
Class Activities 30426, 50878.
Class Size 21775.
Classroom Arrangement 21475.
Classroom Environment 30426.
Cognitive Ability 32577.
Cognitive Development 40483.
Cognitive Measurement 30426.
College Preparation 50672.
Columbus 10337.
Communication Skills 23486.
Communication Thought Transfer 32577.
Community Resources 11879.
Community Support 23247.
Computer Science Education 30729.
Computers 30729.
Conference Reports 23478, 32861.
Connecticut 21746.
Consultants 10335, 21277.
Cooperative Programs 42228.
Correspondence Courses 11878.
Counseling 10335, 11877-11878, 20041, 21475, 23249, 32324.
Counseling Instructional Programs 11879, 23249.
Counselor Role 10851, 21475.
Course Evaluation 22114.
Course Organization 22114.
Courses 21966.
Creative Ability 50542, 51190.
Creative Art 10851.
Creative Development 10851, 32324, 32578, 32761, 51317.
Creative Learning Center Dallas 31060.
Creative Teaching 10851.
Creative Thinking 10851, 50542.
Creative Writing 10851.
Creativity 10851, 21746, 23478, 23486, 33162.
Creativity Research 10851.
Cultural Enrichment 11344.
Culture Free Tests 41671.
Curriculum 10335, 10851, 11344, 21194, 21966, 23249, 23454.
Curriculum Design 21475, 21509, 32577, 32761.
Curriculum Development 10335, 11344, 21277, 21509, 22114, 23536, 30062.
Curriculum Enrichment 10337.
Curriculum Evaluation 21509.
Curriculum Guides 31962-31963, 32578, 51123.
Curriculum Planning 21509.
Curriculum Problems 21509.
Curriculum Research 21275.
Demonstration Centers 22537, 23434.
Demonstration Programs 21935.
Demonstration Projects 10335, 11878, 23247, 30426, 32761.
Demonstrations Educational 22537.
Disadvantaged Groups 32861.
Disadvantaged Youth 21966, 23478, 32324, 51190, 51448.
Discovery Learning 32577.
Discriminatory Attitudes Social 32861.
District of Columbia 23486.
Economics 21509.
Education 50672.
Educational Diagnosis 23539, 51219.
Educational Equipment 11877.
Educational Finance 21277, 21935.
Educational Innovation 11879, 22537.
Educational Methods 23478.
Educational Needs 10851, 11879, 23454, 23539, 40569-40570, 50672, 50909.
Educational Objectives 11877, 11879, 21775, 23454, 50876-50878.
Educational Opportunities 32861.
Educational Planning 32088.
Educational Practice 22537.
Educational Programs 11878, 21746, 21935, 22537, 23486, 31060, 33162, 40483, 40569, 41401, 42227-42230, 42637, 50292, 50672, 50691, 51121.
Educational Trends 32088, 33162, 41513, 51219, 51366.
Educationally Disadvantaged 31060.
Effective Teaching 51219.
Elementary Grades 21499.
Elementary School Students 30062, 30729, 50292, 51121.
Elementary Schools 10335.
Emotionally Disturbed 51448.
Employment Opportunities 32861.
English 21775, 23249, 32577, 41517.
Enrichment 11892, 30062, 30729, 32761.
Enrichment Activities 10337, 21499, 22867.
Enrichment Experience 21194.
Enrichment Programs 10335, 11878, 21144, 21194, 21937, 22867.
Enrollment 21935.
Evaluation Methods 23536.
Evaluation Techniques 22537.
Exceptional Child Education 10335, 10337, 10851, 11344, 11877, 11879, 21144, 194, 21475, 21499, 21509, 21746, 21775, 21935, 21937, 23249, 23454, 23478, 536, 23539, 30062, 30729, 31060, 31962-31963, 32088, 32324, 32577-32578, 761, 32861, 32880, 32884-32885, 33161-33162, 40059, 40718, 41401, 41513 517, 41671, 42227-42230, 42637, 50292, 50691, 50876-50878, 50909, 51121, 51123, 51190, 51219, 51261, 51317, 51366, 51448.
Exceptional Child Research 11878, 11892, 20041, 21275, 21277, 21935, 21966, 22114, 22537, 22867, 23247, 23434, 30426, 40483, 40569-40570, 50542, 50672.
Experimental Curriculum 21275.
Experimental Programs 20041, 22867, 23249.
Family Relationship 20041.
Federal Aid 40569.
Federal Government 51366.
Federal Legislation 23539.
Females 32861.
Field Trips 21499.
Financial Support 23539, 40569-40570.
Fine Arts 11344.
Gifted 10335, 10337, 10851, 11344, 11877-11879, 11892, 20041, 21144, 21194, 21277, 21475, 21499, 21509, 21746, 21775, 21935, 21937, 21966, 22114, 22537, 22867, 23247, 23249, 23434, 23454, 23478, 23536, 23539, 30062, 30426, 30729, 31060, 31962-31963, 32088, 32324, 32577-32578, 32761, 32861, 32880, 32884-32885, 33161-33162, 40059, 40483, 40569-40570, 40718, 41401, 41513, 41517, 41671, 42227-42230, 42637, 50292, 50542, 50672, 50691, 50876-50878, 50909, 51121, 51123, 51190, 51219, 51261, 51317, 51366, 51448.
Government Role 40569-40570.
Group Counseling 10335, 20041, 23249.
Group Discussion 21144.
Group Dynamics 20041.
Group Relations 20041.
Groupingtructional Purposes 21746, 21937, 22867, 23536.
Guidance 10851.
Guidelines 32884, 50691, 51219.
High School Students 11344, 21277, 21499.
High Schools 23247.
Historical Reviews 33162, 41513.

History 21509.
Honors Curriculum 32880, 42230.
Humanities 21509.
Identification 10335, 10851, 11877, 21746, 21775, 21935, 21937, 23454, 30062, 33162, 40569, 50691, 50909, 51121, 51219, 51366.
Illinois 22537, 30426, 40059, 40483.
Illinois Gifted Program 22537.
Incidence 40569-40570.
Independent Study 11878, 33161, 40718.
Individual Characteristics 21937.
Individual Development 21275.
Individualized Programs 11878.
Inductive Methods 32577.
Information Dissemination 23247.
Innovation 23247.
Inquiry Training 23434.
Inservice Education 11878.
Inservice Teacher Education 10335, 11877, 21937, 23249, 23434, 23536.
Instructional Aids 21509.
Instructional Films 23434.
Instructional Improvement 21277.
Instructional Materials 11344, 11877, 31060.
Instructional Programs 10335.
Intellectual Development 21194, 50876-50877.
Intelligence 21275, 23454.
Intelligence Quotient 51261.
Intelligence Tests 51261.
Interest Tests 22114.
Intermediate Grades 21499, 30729, 32578, 42227-42230, 50877.
Interpersonal Relationship 50542.
Iowa 21937.
Itinerant Teachers 32884.
Junior High School Students 11892, 21144, 32577, 50877, 51123.
Junior High Schools 10335, 23249.
Laboratories 32577.
Language Arts 21775, 23486, 31962-31963.
Learning Activities 21775.
Literature 31962-31963, 41517, 50876-50877.
Literature Reviews 32324.
Longitudinal Studies 51448.
Low Income Groups 31060, 51190.
Man Machine Systems 11879.
Master Teachers 21966.
Material Development 10335, 11344.
Mathematical Enrichment 10337.
Mathematics 10337, 11892, 21775.
Measurement 51261.
Measurement Instruments 22537.
Measurement Techniques 23247, 23478.
Mental Health 32324.
Mentally Handicapped 51261.
Michigan 23539.
Minority Groups 51190.
Modern Languages 21499.
Montessori Method 31060.
Motivation 22114.
Music Education 21775.
National Surveys 40569-40570.
Newsletters 23247.
Noncredit Courses 21194.
North Carolina 21775, 32884-32885, 41401, 51121.
Observation 22537.
Ohio 21935.
Parent Child Relationship 20041.
Parent Counseling 21475, 31060.
Parent Participation 23486.
Parent Reaction 21277.
Parent Role 10851, 32324.
Parent School Relationship 23247.
Performance Factors 10851.
Permissive Environment 50542.
Personality Development 51317.
Personnel 21277.
Physical Science Study Committee 22114.
Play 50542.
Political Science 21509.
Prediction 51448.
Predictive Measurement 10851.
Prevocational Education 51123.
Primary Grades 10337, 31962, 50876.
Problem Solving 50292.
Professional Education 10335.
Professional Services 11877.
Program Administration 21475, 21937, 23536.
Program Costs 11877.
Program Descriptions 11879, 21499, 22867, 23434, 23486, 23539, 32324, 32761, 33161, 40059, 40570, 40718, 41401, 41513, 42227-42230, 50292, 50542, 50672, 51366.
Program Design 32861, 32880, 32884, 41517.
Program Development 10335, 21746, 21775, 21935, 23249, 23454, 23478, 32761, 41671.
Program Evaluation 11879, 11892, 20041, 21144, 21275, 21277, 21475, 21775, 21937, 21966, 22114, 22537, 22867, 23247, 23249, 23434, 23536, 30062, 30426, 32885, 40059, 40483.
Program Guides 21499, 23536.
Program Planning 11344, 21144, 21746, 21775, 21937, 32088, 42637, 50691.
Programed Instruction 23247.
Project Talent 11879, 23249.
Psychological Characteristics 51317.
Psychological Evaluation 51261.
Psychological Tests 51261.
Public School Teachers 21966.
Public Schools 10337, 51121.
Questioning Techniques 23434.
Questionnaires 30426.
Racial Differences 51448.
Rating Scales 51261.
Reading 11892.
Records Forms 11878, 21475.
Regional Programs 42228.
Research 23478.
Research Methodology 50878.
Research Projects 23486.
Research Reviews Publications 21475, 23539.
Resource Teachers 21277, 32884.
Rural Areas 21194, 21275.
Rural Education 21275, 21277, 50292.
Rural Environment 23247.
Rural School Systems 21277.
Rural Schools 21275, 21277, 23247.
Sacramento California 23249.
Saturday Seminars for Able and Ambitious Students 21194.
School Community Cooperation 23486.
School Community Relationship 21277.
School District Spending 11877.
School Districts 40059.
Science Careers 22114.
Sciences 11892, 21775.
Scientific Concepts 50878.
Screening Tests 23536.
Secondary Education 21509.
Secondary School Science 22114.
Secondary School Students 21194, 23247, 30426, 31963, 51121.
Semantic Differential Scale 23247.
Senior High School Students 33161, 40718, 41517.
Senior High Schools 32880.
Sequential Programs 21509.
Services 11877.
Small Schools 21194.
Social Attitudes 51317.
Social Sciences 32578, 32880, 50878.
Social Studies 21509, 21775, 23249.
Social Studies Units 21509.
Special Classes 10335, 11879, 23536, 32885, 41401, 50292, 51121.
Special Programs 10335, 21499.
Special Schools 31060, 51121.
Staff Role 11878.
State Aid 11877, 32885, 40059.
State Legislation 21716, 23539, 40570.
State Programs 11877, 11879, 21775, 21935, 21937, 22537, 23539, 32884-32885, 40059, 40483, 40569-40570, 41401, 41513, 51121.
State Surveys 21935, 32885, 40569-40570.
Statistical Data 32885.
Student Attitudes 11892, 21144, 23536, 30426.
Student Characteristics 10851.
Student Costs 11877.
Student Development 22867.
Student Evaluation 11878, 11892, 21475, 23536.
Student Interests 21144.
Student Placement 21475, 41671, 42229.
Student Science Interests 22114.
Student Seminars 11878, 21144, 21194.
Student Transportation 11877.
Students 11344.
Summer Institutes 23434.
Summer Programs 11878-11879, 21275, 21966.
Summer Schools 21499, 42637.
Talent Development 11879, 23454, 23478.
Talent Identification 51190.
Talent Utilization 51190.
Talented Students 10851, 21966, 23454.
Taxonomy 10851.
Teacher Attitudes 11892.
Teacher Certification 21277.
Teacher Characteristics 23434.
Teacher Developed Materials 32880.
Teacher Education 10851, 21499, 23454, 40570.
Teacher Experience 11344.
Teacher Qualifications 21937, 30062.
Teacher Role 10851, 21746, 32324.
Teacher Salaries 11877.
Teacher Selection 21775.
Teacher Workshops 10335.
Teaching Guides 32880, 50877-50878.
Teaching Methods 10335, 10851, 21277, 23434, 23454, 30062, 31962-31963, 32577, 41517, 51219.
Technological Advancement 11879.
Test Interpretation 51261.
Test Validity 51261.
Testing 11877, 11892.
Texas 31060.
Tetbooks 11877, 51261.
Thought Processes 40483, 50876.
Training 21275.
Underachievers 20041.
Ungraded Classes 21194.
Urban Schools 51219.
Wechsler Intelligence Scale for Children 22114.
Western Carolina College 21499.
Work Experience Programs 11878.
Workshops 11878, 51123.
Writing Skills 42227.